

**INCREASING ENGLISH VOCABULARY MASTERY THROUGH  
VISUAL MEDIA AT THE THIRD GRADE OF ISLAMIC  
ELEMENTARY SCHOOL MATHLABUL ULUM  
TAPUNG KAMPAR**



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1433 H/2012 M**

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**A Thesis  
Submitted to fulfill one of the requirements  
For undergraduate degree in English Education  
(S. Pd)**



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## **ABSTRACT**

**Sumiyarsih (2012) :Increasing English Vocabulary Mastery through  
Visual Media at the Third Grade of Islamic  
Elementary School Mathlabul Ulum Tapung  
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This research is research of class action. Based perception result at the Third Grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar is met some symptoms or phenomenon in course of learn teach, specially at English language subject is some of the students are not able to find the meaning of the words correctly, some of the students are not able to differ between noun, verb and adjective, some of the students are not able to translate the English words into Indonesia and some of the students are not able to findonyms or antonyms of the word.

To improve domination of vocabulary mastery at English language subject is referred then writer applies using visual media for the Third Grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar.

This research was conducted in two cycles, data that elaborated is vocabulary domination, that is before action, at cycle I and cycle II, every cycle are conducted in two-time meeting. In order to this research of class action succeeds properly without resistance that bother research fluency, researcher compiled steps that passed by in research of class action, that is : 1) planning/action preparation, 2) action execution, 3) observation, and reflection.

Based on research result, then can be known that domination of vocabulary mastery before action only reach percentage 32,59% with category “Less” because it is at span of 30-49%. At cycle I level with percentage 64,71%. with category “Enough” because it is at span of 50-69% Whereas at Cycle II domination of level student vocabulary with well enough with percentage 88,24%. with category “Good” because it is at span of 70-89% From the result, research hypothesis that is vocabulary mastery by using visual media for the Third Grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar, Increasing can be accepted.

## **ABSTRAK**

**Sumiyarsih (2012) : Meningkatkan Penguasaan Kosakata Bahasa Inggris Melalui Visual Media di Kelas III MI Mathlabul Ulum Tapung Kampar**  
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Penelitian ini adalah penelitian tindakan kelas. Dasar persepsi, pada siswa kelas III MI Mathlabul Ulum Tapung Kampar ini adalah menemukan beberapa gejala atau fenomena dalam proses belajar mengajar, khususnya pada subjek bahasa Inggris ada beberapa siswa tidak dapat menemukan arti dari kata-kata dengan benar, beberapa siswa tidak mampu membedakan antara kata benda, kata kerja dan kata sifat, beberapa siswa tidak mampu menerjemahkan kata Inggris ke Indonesia dan beberapa siswa tidak dapat menemukan sinonim atau antonim dari kata tersebut.

Untuk meningkatkan dominasi penguasaan kosa kata subjek bahasa Inggris tersebut, maka penulis menerapkan strategi media visual untuk siswa kelas III MI Mathlabul Ulum Tapung Kampar.

Penelitian ini dilakukan dalam dua siklus, data yang diuraikan adalah kosakata dominasi, yaitu sebelum tindakan, pada siklus I dan siklus II, setiap siklus dilakukan dalam dua kali pertemuan. Dalam rangka penelitian tindakan kelas berhasil dengan baik tanpa ada hambatan yang mengganggu kelancaran langkah penelitian peneliti, dikompilasi yang lewat dalam penelitian tindakan kelas, yaitu : 1) perencanaan / tindakan persiapan, 2) tindakan eksekusi, 3) observasi, dan refleksi.

Berdasarkan hasil penelitian, maka dapat diketahui bahwa dominasi penguasaan kosakata sebelum tindakan hanya mencapai 32,59% dengan persentase kategori "Rendah" karena pada rentang 30-49%. Pada siklus I tingkat dengan persentase 64,71% dalam kategori "Cukup" karena pada rentang 50-69%. Sedangkan pada Siklus II dominasi tingkat kosakata siswa dengan cukup baik dengan persentase 88,24% dengan kategori " Baik" karena pada rentang 70-89%. Dari hasil tersebut, hipotesis penelitian yaitu dengan penerapan media visual kemampuan kosakata bahasa Inggris murid pada mata pelajaran Bahasa Inggris kelas kelas III MI Mathlabul Ulum Tapung Kampar meningkat” dapat diterima.

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

In learning English, vocabulary mastery is very crucial and important because it makes the students understand and comprehend what they do and what they talk. In other hand, vocabulary mastery makes the students are able to develop their knowledge and get more information scientific. It is one of the important elements in learning English. It is used to understand forms, phrases, and sentences to convey the meaning of the words in text. Vocabulary mastery is very crucial in comprehending the spoken and written language.<sup>1</sup>

Mastery vocabulary is one of important components in understanding a text, conversation, or written in English. Without mastery vocabulary, the students cannot to achieve the purpose. Teacher should help the students in learning new vocabularies. The teacher should use many strategies, methods, and approaches to help students in memorizing new vocabularies. The teacher should combine the strategies, methods and approaches to make students have fun in memorizing new vocabularies because memorizing words make the students are boring and easy to forget.

In addition, the teacher must be able to apply particular technique in his/her everyday teaching, but in fact, there are some teachers use monotonous techniques in teaching English especially in teaching new vocabularies. One of the teachers that used monotonous techniques is English teacher of Islamic Elementary School

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<sup>1</sup> Kasihani K. E. suyanto, *English for Young Learners*. Bumi Aksara. 2007, 47

Mathlabul Ulum Tapung Kampar. Based on the teacher's experience in teaching English for two years and half at the third grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar, teacher uses memorizing technique in teaching new vocabularies. Finally, the students are not only bored but also they forget easily the new vocabularies. For example, the students learn word "*dish*", they can memorize this word today but if they are ordered to repeat it next week, they forget it. The technique does not only bore the students but also it cannot motivate the students in learning English.

In either language learning a first language, second or foreign language, teaching the language component is part of the language program. In general, the language consists of three components, namely grammar, vocabulary and pronunciation. To be understood and accepted as an English lesson, all three components must be studied with care. For the elementary school level students, learning English as a foreign language is not used in the community, the teaching of these languages have three components in an integrated and carefully packaged. Learning needs to be planned well planned by selecting the appropriate materials and techniques to the needs of students.

In Islamic Elementary School Mathlabul Ulum Tapung Kampar English lessons are one of the subjects that must be learned by students. In the implementation of the learning process In Islamic Elementary School Mathlabul Ulum Tapung for these teachers just use the lecture method and technique and record it in a monotone. These conditions resulted in the students get bored and not interested in learning English.



Mastery of English vocabulary is very important and complicated. Able to facilitate mastery of the vocabulary the students understand what they or others are talking about. In other words, mastery of the vocabulary to make the students able to develop their knowledge and scientific information. Mastery of vocabulary is one important element in learning English. Mastery of the vocabulary used to understand format, expression, and convey the meaning of words in the text.

Based on researcher found at the third grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar, the writer finds some problems as following:

1. Most of the students have difficulties to memorize vocabularies of certain topic.
2. Most of the students are not able to arrange the words correctly.
3. Most of the students are not able to translate the English words into Indonesia.
4. Most of the students are not able to pronounce the words correctly.
5. Lack of student mastery of the material being taught. This is evident from the results of tests carried out before the action is still low, amounting to 32.59%.

It is alarming the author if the students are not able to master the vocabulary as much as possible then they will fail to achieve a predetermined KKM. Therefore, researchers wanted to try other methods to help solve problems faced by the students. The research method chosen is visual media.

The technique is a visual medium that can stimulate students' interest through flash card media. Drawings or photographs are made by hand, or use images / photos are already attached to the sheets of flash cards. The pictures on the flash card is a series of messages are presented with a description of each image is imprinted on the background be used to enrich the vocabulary and spelling practice. Flash card is a form of educational games in the form of pale-pale cards that contain pictures and words are deliberately designed by Doman to improve various aspects, including; learn to read early, develop memory, independence training, and increase the amount of vocabulary.

Based on the phenomena above, the writer is interested in doing research entitled “Increasing English Vocabulary Mastery through Visual Media at the Third Grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar”.

## **B. Definition of the Key Terms**

1. Visual media. According to Arsyad says that visual media means illustration of the real object or situation by using picture or photo, line, graphic, chart, etc. In this research, the writer uses visual media especially photo or picture to increase students' English vocabulary mastery.<sup>2</sup>
2. To increase. According to Manser in oxford dictionary states that increase means become or make greater in number or quantity. In this research to increase means to master English vocabulary.<sup>3</sup>

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<sup>2</sup> Azhar Arsyad, *Media Pembelajaran*, Jakarta : Pt. Raja Grafindo Persada, 2006, hlm. 107

<sup>3</sup> Manser Martin H, *Oxford Learner's Pocket Dictionary*, Hongkong : Oxford University Press, 1995, hlm. 213

3. Vocabulary, according to Richard states, that vocabulary is a set of lexemes, including single words, compound words, and idioms.<sup>4</sup> Suyanto states that vocabulary is a total number of words that is owned by a language and it will give meaning if we use the language.<sup>5</sup> In this research, vocabulary means vocabulary that is often used in everyday life.

### **C. Formulation of the Problem**

Problem of this research can be formulated as follows:

1. How good the students' vocabulary mastery through visual media at the third grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar?
2. Is there any significant effect of visual media in increasing students' vocabulary mastery at the third grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar?

### **D. Purpose of the Research**

1. To find out the significant effect of visual media in increasing students' vocabulary mastery at the third grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar
2. To find out how good the students' vocabulary mastery through visual media at the third grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar

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<sup>4</sup> Richard, Jack C. et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. Printed in Malaysia, VVP. 1992, hlm. 400

<sup>5</sup> Suyanto, Kasihani K.E, *English for Young Learners*, Jakarta : Bumi Aksara, 2007, hlm. 43

### **E. Significant of the Research**

1. Visual media can increase students' mastery at the third grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar.
2. Visual media is an alternative in the classroom if the others are not able used effectively and give less result for the students.

### **F. Benefits of Research**

Through this research is expected to benefit include :

1. For Students:
  - a. To Increasing English Vocabulary at the third grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar.
  - b. Provide new experiences for students related to classroom teaching and learning process
  - c. With the increasing values of cooperation in student learning, are expected to improve learning achievement.
2. For Teacher
  - a. This study is one effort to deepen and extend science writer.
  - b. The study is expected to assist and facilitate the subsequent remedial actions taking.
3. For School
  - a. Improve school performance that can be seen from the increase in the evaluation of student learning.
  - b. Improve school quality by improving the quality of learning that is rooted in a strong drive to learn from the students.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. Theoretical Framework**

##### **1. Visual Media**

In general, the media comes from the Latin language is the medium, which means "intermediary" or "introduction". That is, anything that brings a message from a source to be delivered to the recipient.

Media are different types of components in the environment that can stimulate students to learn.<sup>1</sup> Media in learning are the tools of graphics, photographs graphic, electronic or mechanical tools for presenting, processing and clarify verbal information or views.<sup>2</sup> "Based on those opinions can be said that the media is learning all the tools used in the learning process with the aim of clarifying information delivered.

Instructional media have different functions in accordance with the purpose of learning. Function of the media would feel if placed in the right position. The use of instructional media as a tool should not be arbitrary, a student must pay attention and consider whether media will be used in accordance with the purpose of teaching or not.

Four functions of instructional media, especially visual media, as follows:

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<sup>1</sup> Arief S. Sadiman, dkk, *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya*, Jakarta: PT. Raja Grafindo Persada, 2009, hlm. 6

<sup>2</sup> Azhar Arsyad, *Op. Cit*, hlm. 3

- 1) The function of attention: that is appealing and draws attention to the students to concentrate on the content relating to the visual meaning of the text accompanying the show or the subject matter
- 2) The function of the affective, the visual media can be seen from the enjoyment level of students when studying or reading a text with a picture
- 3) Cognitive function, visual or graphic symbol means that will facilitate the achievement of the objectives contained in the image.
- 4) Compensatory function: the function of learning media to accommodate students who are weak and slow to accept and understand the content being presented with the text or presented verbally.<sup>3</sup>

From the above description, it can be concluded that the role or position of a medium of learning is a component of teaching methods as part of efforts to link the process of teacher interaction with students and students with learning environments. Thus, the primary function of a medium of learning is as a tool in the learning process, is support the use of teaching methods used by teachers. Therefore, the use of media in the learning process is highly recommended to improve the quality of learning.

Visual media is media that involves only the sense of sight. Included in this type of print media is media-verbal, print media, graphic and visual non-print media. The first verbal visual media is a visual medium that contains the verbal message (message linguistic form of writing). Both non-verbal visual media-graphics is a visual medium that contains the message of non-verbal

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<sup>3</sup> Azhar Arsyad, *Op. Cit*, hlm. 17

symbols in the form of visual or graphic elements, such as drawings (sketches, paintings and photographs), graphs, diagrams, charts, and maps. Third, non-verbal visual media is a three-dimensional visual media that has three dimensions, a model, such as miniature, mock ups, specimens, and dioramas.

Visual media is a tool or means of communication that can be seen with the senses of sight (eyes).<sup>4</sup> To determine the function of each medium of learning, especially in teaching and learning in the classroom, teachers would have to know in advance the types of each of these media. Each media has different types. These species adapted to the function of the medium itself. The types of instructional media there 4 is as follows:

- 1) Visual Media: the message to be conveyed is poured into the symbols of visual communication. For example, drawings, graphs, charts, picture cards, chart, charts, posters, cartoons, comics and the like.
- 2) Media audial: the message to be conveyed is poured into the auditory symbols, both verbal and non verbal. For example, radios, tape recorders, language laboratories and the like
- 3) Projected still media: the media that has similarities with the graphic media, in the sense of presenting visual stimuli, such as slides, over head projector (OHP), in focus and the like
- 4) Projected motion media: the projection of a moving example of media, film, television, video (VCD, DVD, VTR), computers and the like.<sup>5</sup>

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<sup>4</sup> <http://karodalnet.blogspot.com/2011/10/pengertian-media-visual.html>, diakses tanggal 15 Maret 2012

<sup>5</sup> <http://akhmadsudrajat.Wordpress.Com>. Diakses tanggal 15 Maret 2012

Judging from the types of media has been described previously, the flash card is a form of visual media that are not moving. According to Heyd (1990: 187) moving images do not have a relationship that is that the images could be considered long and carefully, so that it can be used in different levels of learners. Moving picture not have the benefit that can be considered long and carefully, so suitable for use by learners who have different ability levels vary. Therefore, researchers will apply visual media using flash cards.

## **2. Flash Card Media**

Flash cards are a medium of learning in the form of picture cards measuring 25 x 30 cm. drawings or photographs are made by hand, or use images / photos are already attached to the sheets of flash cards. The pictures on the flash card is a series of messages are presented with a description of each image is imprinted on the back.<sup>6</sup>

Flash cards are usually measuring 8 x 12 cm, or can be adapted to the size of the class at hand. Card that contains images (animals, objects, fruits, etc.) can be used to enrich the vocabulary and spelling practice.<sup>7</sup> Flash card is a form of educational games in the form of pale-pale cards that contain pictures and words are deliberately designed by Doman to improve various aspects, including; learn to read early, develop memory, independence training, and increase the amount of vocabulary.<sup>8</sup>

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<sup>6</sup> Rudi Susilana dan Cepi Riyana, *Media Pembelajaran*, Bandung : Jurusan Kurikulum dan Teknologi Pendidikan, 2008, hlm. 95

<sup>7</sup> Martini, *Media Pembelajaran*, Bandung : Rosdakarya, 2009, hlm. 16

<sup>8</sup> <http://www.balitacerdas.com/>, diakses tanggal 15 Maret 2012



Some understanding of the above, it can be concluded that the flash card is a card with the media in the form of a size adjusted to the circumstances faced by students. This medium is a medium of learning that can assist in improving various aspects, such as learning to read early, develop memory, practice self-reliance and increase the number of vocabulary. Flash cards can also be used as training material suitable for the learning process.

Flash media card belonging to the visual-based media (image or metaphor). Visual-based media plays an important role in the learning process. Some of the advantages of flash cards include:

- 1) Portability
- 2) How to manufacture and its use is impractical
- 3) Principles of speech is memorable because it is presented in the form of images strung together in sequence
- 4) Its use can be through the game

### **3. Vocabulary**

The quality of one's language skills depend on the quality and quantity of its vocabulary. Increasingly rich vocabulary you have, the greater the likelihood that a person skilled language. Vocabulary plays an important role in speaking, because the ideas and thoughts a person will only be properly understood by the other party if the idea is expressed with the vocabulary chosen appropriately.

Vocabulary is the set of known words and their meaning can be used by someone in a language. One's vocabulary is defined as the set of all the words are understood by the person or all the words that are likely to be used by that

person to make a new sentence. Wealth of one's vocabulary is generally considered to be an overview of intelligence or education level.<sup>9</sup>

There are many kinds of teaching media in teaching process. One of them is visual media. It is used commonly. It is a common language, understandable and enjoyed at all anywhere. In consequence, Chinese aphorism tells that a picture converses more than a thousand words.

According to Sadiman et al state that graphic media/picture include visual media is not only simple and easy in making but also inexpensive media. There are some kinds of graphical media for example picture/photo, sketch, diagram, diagram/chart, graph, cartoon, poster, map and globe, flannel board, and bulletin board. As same as others, graphic media has function to deliver message from source to message receiver. The message will be sent infused into visual communication symbols.<sup>10</sup>

Furthermore Sadiman explain that the meaning of symbols must be comprehended in order the process of forwarding can success and efficient. Besides that, certainly, it also has function to draw attention, clarify idea, or decorate fact that maybe forgotten quickly or disregarded if not in graphics.

Whereas according to Arsyad states that message visualization, information, or concept which will apply to student can be developed in many forms, like photo, picture/illustration, sketch/line picture, graph, diagram chart, and alliance from two forms or more. Photo presents illustration taught picture

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<sup>9</sup> <http://id.wikipedia.org/w/index.php?title=Intelejensia&action=edit>, diakses tanggal 15 Maret 2012

<sup>10</sup> Sadiman, Arief, dkk, *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya*, Jakarta : Rajawali Perss, 2006, hlm. 28

that can become like fact object or situation. While, graphic is symbolic and artistic which represent object or situation.<sup>11</sup>

Based on some opinions above can be concluded that visual media is an instruction technique by exploit picture in submitting message to the students. It is hopped by picture/photo ease the students in developing idea in article. This Media is simple visual and cheap.

Sadiman et al states some advantages of picture media, such as:

- 1) In concrete character. Picture/photo is more realistic, shows the root of the matter than media verbal.
- 2) Picture can overcome limitation of room and time. Not all objects, or events can be brought into class, and child do not always bring objects/events into class. Picture and photo can overcome that.
- 3) Picture media/photo can overcome our limitation perception. We cannot able to see cell of leaf but it can be shown in the form of picture or photo.
- 4) Photo can clarify a problem, in the any field and in the mount of age, so it can prevent or correct Islamic Elementary School comprehension.
- 5) Its price is cheap and easy to get and used without requiring special equipments.<sup>12</sup>

In studying language, good first language, second or foreign language, language instruction form a part of language program. Though teach practical at the site take place in integrated, teacher and teacher candidate must comprehend some important concepts relate to the three of language component, especially

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<sup>11</sup> Arsyad Azhar, *Media Pembelajaran*, Jakarta : Rajawali Perss, 2006, hlm. 106

<sup>12</sup> Sadiman, Arief, dkk, *Loc. Cit*

English component. According to Richard state, that vocabulary is a set of lexemes, including single words, compound words, and idioms.<sup>13</sup> In addition, Suyanto states that generally, language component consist of three that are grammar, vocabulary and pronunciation.

- 1) A structure or language rule is pattern and rule that must follow if we will learn a language truly. Term structure or grammar is often used in language study English for this first component. This Component is language framework that must be followed in order to acceptable language.
- 2) Vocabulary is set of word owned by a language and give meaning if we use language is referred. English Vocabulary that must studied student in elementary school is predicted counted at least 500 words.
- 3) Pronunciation is way says words of a language. Language Utterance sharply differentiated English with system of mother tongue utterance and Indonesian language.<sup>14</sup>

In studying English, vocabulary and grammar play vital importance role. Both of them is two inherent language components one with other. Vocabulary is dominated when someone comprehend in reading, conversation, or article. Without vocabulary, it is impossible for us to reach target. According to Pora says that at least there are two matters that must be owned by someone in learning English properly.

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<sup>13</sup> Richard, Jack C. et al. *Loc. Cit*

<sup>14</sup> Suyanto, Kasihani K.E, *Loc. Cit*

- 1) Amount of vocabulary is enough. This Vocabulary can be got from several of sources namely can be got in the form of reading materials or discussion result with friend.
- 2) The usage of vocabulary obtained. This is sometimes most often forgotten by English students. They sometimes had have a number of vocabularies, nevertheless because they are lazy to use it in many opportunities, so their vocabulary amount that have been lost with useless.<sup>15</sup>

Based on the theories above, it is known that vocabulary is very important in learning language. Ability in controlling vocabulary supports its ability in English. As Suyanto says that at universally, quicker children learn words or vocabulary if supported by means of physic, for example picture or real object. Maybe one of the reasons if use physic tool is word referred as directly has meaning which given by picture.<sup>16</sup>

#### **4. Learning Vocabulary by Using Visual Media**

Usually, media that is used in teaching process is simple tools that can help students easier in understanding the material. Sudjana states there are some types of the usual teaching media. First, graphic media likes picture, photo, graphic, diagram, poster, cartoon, comic and others. Graphic media often also called two dimensions media, namely media that has long and wide. Second, three dimensions media that is in the form of model like solid model, compiles model, work model and others. Third, projection media like slide, strips film,

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<sup>15</sup> Pora Yusran, *Develop Your Vocabulary Grammar and Idiom*, Yogyakarta : Pustaka Pelajar, 2007, hlm. 1

<sup>16</sup> Suyanto, Kasihani K.E, *Loc. Cit*

film, usage OHP and others. Fourth, the usage of environment is as the teaching media.<sup>17</sup>

If we analyze some definitions above, there is a similar of limitations. It is about media. Media is way to deliver message from deliverer in order to stimulate mind, feeling, enthusiasm and students' attention in order teaching and learning process becomes more efficient.

According to Pora states, that one of the ways to use English words effectively by using card or picture. The steps as follows:

- 1) Write every English word into card or under of picture. Don not forgets to write into word classification such as verb, adjectives, etc.
- 2) Behind the card or picture, write the meaning of the words.
- 3) Tell the words loudly.<sup>18</sup>

Based on the ways above, can be concluded that to make media usefully, the teacher should follow the steps above. This media can be exploited more in teaching and learning process. It organized on meaningful practice for the students.

## **5. Step-by-step flash card media**

The steps using flash media card are:

- 1) Stand at a distance of approximately 1 to 1.5 meters in front of the class, where all students can see teachers

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<sup>17</sup> Sudjana Nana, *Media Pengajaran*, Bandung : Sinar Baru Algensindo, 2005, hlm. 3

<sup>18</sup> Pora Yusran, *Op. Cit*, hlm. 4

- 2) Teachers prepare a set of cards about age and months in English, stacked and held with his left hand at chest level. Page with a picture is facing the student
- 3) To attract attention of the students, hides the picture by showing the back slide of the card and later she show the front slide of the card which contains picture while saying the name of the Month and Age
- 4) The teacher asks the students to follow or repeat what the teachers say
- 5) After that, the teacher took the second card from the back of the cards are sorted, then do as no. 3 and 4
- 6) Perform in sequence until the last card, with a speed of not more than one second for each image and writings indicated. Show quickly this will trigger the right brain to work to receive information on the card
- 7) Once all the cards over one by one quickly mentioned, given the cards that have been explained to the students who sit near the teacher
- 8) The teacher asks one student to see the card again one by one, then go to others
- 9) After the cards are returned, proceed with a class discussion in an effort to correct the error and the strengthening of memories.

## **B. Relevant Research**

There are many researches are reported by using visual media done to increase students' ability for many subjects. On of them is Salmiah's paper entitled (2008): "using picture media can increase students' result in learning PKn at the IV SD Negeri 016 Salo Kecamatan Salo Kabupaten Kampar"

Based on her research result, it can be concluded that the use of picture media can improve students' result in learning PKn at the IV SD Negeri 016 Salo Kecamatan Salo Kabupaten Kampar. This condition can be seen from the result of students at cycle 1 and cycle 2. At cycle 1, the average of students' result is 67.8 with not complete category and experience of improvement at cycle 2 becomes 83.5 with complete category. 12 students (52.2%) get above 70 (Minimal of completeness) at cycle 1, whereas at cycle II go up become 21 people (91.3%). Based on this indicator, the writer conclude that this research is told succeed if minimal completeness is reached 75% from all students.

Picture media gives opportunity to students to think concretely, students are given time to think and develop contemplative faculties (their imagination). Based on the Salmiah's paper above, it can be said that her research is accepted because there is change at students' result that can be seen from cycle 1 and cycle 2.

### **C. Indicators of performance**

#### **1. Activities of Teachers**

- a. The teacher stands in front of the class as much about the teacher can see all the students
- b. The teacher set up a card from the same group, stacked and held with his left hand at chest level. Page with a picture on the front of the card facing the student
- c. The teacher shows the page with a picture of the card by taking the very back of the card and put it into a clear picture of the front
- d. The teacher asks the students to follow or repeat what the teacher say



- e. The teacher took the second card from the back of the cards are sorted, then do because it does not exist. 3 and 4
- f. Teachers do in sequence until the last card
- g. The teacher says and explains the cards one by one from all the cards
- h. The teacher asks all students to see again one by one, then go to another friend
- i. Teachers do discussion class to correct the error and the strengthening of memories

## **2. Activities of Students**

- a. Students pay attention to the class teacher
- b. Students pay attention to teacher prepare cards
- c. Students see the teacher who takes a card while saying the name
- d. Students follow or repeat what the teacher says
- e. Students pay attention to the teacher who took the second card from the back of the cards are sorted
- f. Students pay attention to teacher
- g. Students listen to an explanation of the cards shown
- h. Students look back at the cards one by one
- i. Students conduct a class discussion to correct errors that led teachers

## **3. Mastery of Student Vocabulary**

To know the mastery of English vocabulary at cycle I and II tests were executed at the end of study. As for aspects that assessed in hand English vocabulary mastery that is saying and spell, dominate grammar, place word,

comprehend word the meaning and comprehend a prefix morphology and suffix, whereas span of score for each aspect that is :

- (a) pronunciation given score 0-15
- (b) dominate grammar given score 0-25
- (c) place word given score 0-15
- (d) comprehend word meaning given score 0-20
- (e) comprehend a morphology prefix and suffix given score 0-25

Criterion of student absorptive based tables following :

**Table II.1**  
**The Students' Activity Category**

<b>NO</b>	<b>Interval</b>	<b>Category</b>
1	90 - 100	Very Good
2	70 - 89	Good
3	50 - 69	Enough
4	30 - 49	Less
5	0 - 29	Fail

Source: (KTSP, 2007:367)

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Subject and Object of the Research**

The subject of this research was all third year students of Islamic Elementary School Mathlabul Ulum Tapung Kampar. The Object of this research is Increasing English Vocabulary Mastery Through Visual Media at The Third Grade of Islamic Elementary School Mathlabul Ulum Tapung Kampar.

#### **B. Location of the Research**

The research was conducted at the third year students of Islamic Elementary School Mathlabul Ulum Tapung Kampar.

#### **C. Action Plan**

The research is class action research that consists of two cycles. Every cycle will be done in two meetings. Every meeting is 2x30 minutes. Furthermore, the result of the research can be advantaged in teaching and learning process especially in English class at the third grade of Islamic Elementary School Mathlabul Ulum Tapung-Kampar.

The steps of the research will be done in the class action such as; planning, implementation of the action, observation and reflection.

##### **1. Planning**

In this planning, the steps are taken as follows:

- a. Making RPP or lesson plan that suitable with the syllabus and the usage of visual media.
- b. Preparing support medium that is needed when the teacher is teaching include observation that will be marked by researcher in doing research.
- c. Preparing observation format or a piece of observation to activity done by teacher and the activity that done by the students and grills of questions which compatible with the material which is taught.

## **2. Implementation of the Action**

The implementation of the action must be compatible to the lesson plan that arranged before. The steps of the action implementation are opening, content of activity, and closing stage.

In the opening stage, there are some ways that will be done by the researcher as follow: The researcher opens the lesson by asking to the students about their condition. Then, the researcher arranges the class by requiring the students to sit on their chair. After that, the researcher does appreciation by connecting the material that will be taught with the material before.

In the content stage, the steps are; 1) Stand at a distance of approximately 1 to 1.5 meters in front of the class, where all students can see teachers, 2) Teachers prepare the cards of the same group, stacked and held with his left hand at chest level. Page with a picture card in the front facing the student, 3) To attract the attention of students, teachers show the page with a picture of the card by taking the very back of the card and put it in the front clear picture while saying the name of the, 4) The teacher asks the students to follow or repeat what

the teachers say, 5) After that, the teacher took the second card from the back of the cards are sorted, then do as no. 3 and 4, 6) Perform in sequence until the last card, with a speed of not more than one second for each image and writings indicated. Show quickly this will trigger the right brain to work to receive information on the card, 7) Once all the cards over one by one quickly mentioned, given the cards that have been explained to the students who sit near the teacher, 8) The teacher asks all students to see again one by one, then go to others, 9) After the cards are returned, proceed with a class discussion in an effort to correct the error and the strengthening of memories.

### **3. Observation**

In the research, execution also entangles observer and supervisor. The duty of observer is to see teacher activity and students during teaching and learning take place, this condition are conducted to give input and opinion to study execution conducted, until inputs of observer can be used to repair teaching and learning process at cycle II. Perception is addressed to see teacher activity and students during teaching and learning process.

### **4. Reflection**

The result of observation is collected and analyzed. The result of teacher observation can reflect data of teacher observation and students during teaching and learning take place. Beside that, the data will be taken from test. The last, the result is hoped will able to increase students' vocabulary in learning English at the third grade of Islamic Elementary School Mathlabul Ulum Tapung-Kampar.

## **D. Data Collection Technique**

### **1. Written Test**

Written test is a writing skills test given to students in the form of vocabulary.

### **2. Observation**

To find out the high and low learning outcomes of students performed at the time children learn to write here and the implementation visual media. Performed by observing the activities of students during learning activities take place.

## **E. Data Analysis Technique**

### **1. Percentage of the Test Result**

In this research the researcher will use technique of data analysis by categorize the result and percentage it. The success of individual is reached if student reaches 70% from test result or value 70. It will be calculated with formula:

$$KK = \frac{JT}{JS} \times 100\%$$

Where: KK = Percentage  
 JT = Total correct answer  
 JS = Total of the sample

(KTSP, 2007:369)

### **2. Teacher Activity**

The teacher's activity during teaching and learning process can be booked at observation with formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: Percentage of Mark

F: Frequency of Teacher Activity

N: Amount of Activities

### 3. Students' Activity

Each student is given a check in the activity column Yes, if you do not check in the column provided No.

### F. Time of the Research

1. Location of the Research : Islamic Elementary School Mathlabul Ulum  
Tapung -Kampar
2. Time of the Research : 4 Months
3. Object of the Research : The Third Grade

**Table III. 1**  
**Time of the Research**

No.	Activity	May				June				July				August			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Planning a. Complete Proposal	v	v	v													
2.	Doing Action a. Cycle 1 b. Cycle 2				v	v	v	v									
3.	Collection and Data Analysis									v	v						
4.	Revision and Submit the Research											v	v	v			

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Description Setting of the Research**

##### **1. Historical Background of School**

Islamic School is the existence of sub-national education system should be maintained and developed Islamic School, because as an educational institution with the hallmark of Islamic education in them have different characteristics from other educational systems. Historically, the ideological explanation illustrates that Islamic School as an educational institution has its own characteristics as an inherent characteristic and a strength to it's own Islamic School.

Therefore, Trimanunggal village and its surroundings, at first no means of formal Islamic education, this raises concerns and anxieties of society to follow the lives of children in the face of growing globalization era in the future. To anticipate the concerns of society, then in the village of Trimanunggal established an Islamic institutional nuances that Mathlabul Ulum Islamic Foundation in which there is a formal education, namely: Islamic junior high school and Islamic Elementary School.

Islamic Elementary School of Mathlabul Ulum stands exactly on the date of January 2, 1999 and get the Department of Religious Operating Permit No.: 112 140 460 041, with the aim, among others, to provide young people with the future of Islamic religious sciences, and general knowledge that can be accountable in the midst of the community and modern life at the present time.



Islamic Elementary School of Mathlabul Ulum is housed in the Village District Trimanunggal Tapung Kampar regency, and was built on land Mathlabul Ulum Islamic Foundation with an area of 24 KM<sup>2</sup>. To support education in MI Mathlabul Ulum, then in a form a stewardship for all activities associated with the administration and in the learning process can run well.

Stewardship committee called MI Mathlabul Ulum, while the names of board committees can be seen in the following table:

**Table IV. 1**  
**Names Committee / Board**

<b>No</b>	<b>NAMA</b>	<b>JABATAN</b>	<b>KETERANGAN</b>
1	Trimanunggal Village Chief	Patron / Advisor	Active
2	BPD chairman	Patron / Advisor	Active
3	H.Syamsudin AK	General chairman	Active
4	Kasnawi, S.Pd	Chairman	Active
5	Walidi, SPd.I	Secretary	Active
6	Jumawan	Treasurer	Active
7	M. Tohari	BP3	Active
8	Throughout the Guardians	Public Relations	Active

Source data Islamic Elementary School of Mathlabul Ulum, 2012

Based on the above table can be in the know that the board Islamic Elementary School of Mathlabul Ulum Tapung most still active and running as the success of education in the village Islamic Elementary School of Mathlabul Ulum.

## **2. Teacher**

Overall the teachers who teach at Islamic Elementary School of Mathlabul Ulum numbered 14 people. The teachers come from a variety of education and held a

variety of subjects according to educational background of each of the teaching at Islamic Elementary School of Mathlabul Ulum. For More Clearly can be seen in the following table:

**Table IV. 2**  
**Teacher Names MI Mathlabul Ulum**

<b>No</b>	<b>Teacher Names</b>	<b>Latest Education</b>	<b>field of Study</b>
1	Sumiyarsih, AM.d	DIII English ABA 2003	English
2	Aris Dwi Candra, AM.a	D II GPAI IAIN Susqa 2000	Arabic
3	Binti Rahmawati, AM.d	D III Economy IAIN Susqa 2003	General
4	Wiwik Damayanti, AM.a	D II GPAI IAIN Susqa 2003	Guardian Class IA
5	Wahyu Setiyawati	SMA 2002	Guardian Class II
6	Nur Musyawardotin, AM.a	D II UT	Guardian Class IB
7	Suyahmin, AM.a	D II GPAI 2002	Pendais
8	Yuzet Triyadi, AM.a	DII Penjaskes 2005	Sports
9	Azlina, SH	S1 Law 2006	General
10	Ahmad Shobirin	MAN	Pendais
11	Sartika, S.Pd	S1 Literature 2006	Indonesian
12	Darsi Ekowati, S.Sos. I	S1 2009	Pendais
13	Siti Nur Ainun	DII PGSD	General

Source data : Islamic Elementary School of Mathlabul Ulum, 2012

From the table above can be in the know that teachers are educated to college last as many as 12 people and educated teachers last school (high school) or equivalent to 2 people.

### **3. Students**

Number of students Islamic Elementary School of Mathlabul Ulum District Tapung Kampar regency academic year 2011/2012 amounted to 161 people by the

number of male students 88 people and female students 73 people. To more clearly state the students Islamic Elementary School of Mathlabul Ulum District Tapung Kampar regency can be seen in the following table:

**Table IV. 3**  
**Number of Students MI Mathlabul Ulum**

Class	Male	Female	Amounts
I	15	15	30
II	12	12	24
III	11	6	17
IV	26	13	39
V	6	9	15
VI	17	19	36
Amounts	88	73	161

Source data : Islamic Elementary School of Mathlabul Ulum, 2012

#### **4. State Facilities and Infrastructure**

Facilities and is a contributing factor in the learning process in supporting the achievement of educational goals. To more clearly state infrastructure Islamic Elementary School of Mathlabul Ulum Tapung regency can be seen in the following table:

**Table IV. 4**  
**Supporting Facilities MI Mathlabul Ulum**

No	Types of Facilities	Amounts	Description
1	Class	10	Good and Functioning
2	Perpustakaan	1	Good and Functioning
3	Kesenian/Keterampilan	1	Good and Functioning
4	Lap.Komputer	-	-
5	Lap. IPA	-	-
6	Lap. Bahasa	-	-
7	Lap. IPS	-	-
8	Lap.MTK	-	-

Source data : Islamic Elementary School of Mathlabul Ulum, 2012

## B. Research Result

After analyzing research, seen that Vocabulary mastery in English lesson before conducted action was low with amount the average of percentage 32,29 with low category. In order to be clearer about English vocabulary student the table below:

**Table IV. 5**  
**Tes Result Learn Students Before Action**

No	Student Codes	Aspect the Assessed					Amount	Explanation
		Saying and spell	Dominate grammer	Place Word	Comprehend Word the meaning	Comprehend a prefix morphology		
		0-15	0-25	0-15	0-20	0-25		
1	001	10	10	8	10	10	48	Uncomplete
2	002	15	20	14	14	15	78	Complete
3	003	10	15	10	10	10	55	Uncomplete
4	004	10	10	15	10	10	55	Uncomplete
5	005	15	20	15	15	15	80	Complete
6	006	10	10	15	8	10	53	Uncomplete
7	007	14	10	10	10	10	54	Uncomplete
8	008	15	20	14	15	15	79	Complete
9	009	15	20	15	12	15	77	Complete
10	010	12	10	12	12	10	56	Uncomplete
11	011	10	12	8	10	10	50	Uncomplete
12	012	10	15	12	14	10	61	Uncomplete
13	013	15	20	15	15	15	80	Complete
14	014	10	10	15	10	10	55	Uncomplete
15	015	15	15	14	12	15	71	Complete
16	016	14	15	8	8	10	55	Uncomplete
17	017	15	10	12	14	8	59	Uncomplete
Amount		215	242	212	199	198	1066	
%		84	57	83	59	47	63	Uncomplete
Exhaustiveness		35.29%						

Source: Data of observation result, 2012

Based on the table above, seen that students vocabulary mastery was 63% in edition, by exhaustiveness 35,29%. The percentage students vocabulary mastery can be seen explanation as follows :

1. Student can say and spell English language clearly (84%)
2. Student can control English language grammar properly (57%)
3. Student can place English language word (83%)
4. Student gets the picture word meaning : Denotation and connotation (59%)
5. Student gets the picture word meaning that one with other word (47%)

In consequence, researcher also double as teacher conduct some processes to overcome low problem its English language vocabulary mastery student pass by using media flash card as for steps is conceived of following :

## **1. First Cycle**

### **a. Planning**

In this planning, the steps are taken as follows:

- 1) Making RPP or lesson plan that suitable with the syllabus and the usage of visual media.
- 2) Preparing supported medium that is needed when the teacher is teaching include observation that will be marked by researcher in doing research.
- 3) Preparing observation format or a piece of observation list for activity done by teacher and the activity that done by the students and prepare of questions which compatible with the material which is taught.

## **b. Action**

First cycle first meeting was executed date 14th and second meeting was executed date 21th on March 2012. In course of study execution entangles all third year students of Islamic Elementary School of Mathlabul Ulum Tapung Kampar. Study execution is conducted based on plan of study execution (RPP) already prepared at syllabus, and curriculum. In action execution consist of some phases that is : activity early or study opening, that executed during more or less 10 minute. In the implementation of the core research activities of flash media card, which was held for approximately 60, and followed by a final activity or as a cover lesson runs for about 10 minutes. To more clearly defined action, researchers formulated as the steps as follows:

### **1) Early Activity (5 minute)**

- a) Teacher and student started to study by pray
- b) Teacher tells student learning objectives wished to reach by in study.
- c) Teacher gave a review apperception and motivation to student relate to lesson matter.

### **2) While activity (50 minute)**

- a) The teacher stands in front of the class
- b) The teacher put a card from the same group, stacked and held with her left hand at chest level.
- c) The teacher shows a picture of the card by to the student, saying the name
- d) The teacher asks the students to follow or repeat what the teacher say
- e) The teacher took the second card from the back of the cards are sorted

- f) Teachers do in sequence until the last card,
- g) The teacher says and explains the cards one by one from all the cards
- h) The teacher asks all students to see again one by one, then go to another friend
- i) Teachers do discussion class to correct the error and the strengthening of memories

### **3) Post activity (5 minute)**

- a) Teacher gave evaluation
- b) Teacher with student closed class by praying and greeting.

### **c. Observation**

Observation was focused either at process or result of study. Observation was conducted to know teacher activities and student activities done by observer or observer and result learn student is obtained from result test. As for who acts as observer or observer is colleague, whereas student activity is filled by researcher also double as teacher.

#### **1) Observation of Teacher Activity**

##### **a) First Meeting**

The first cycle of the first meeting was held on March 14, 2012. In the implementation process of learning involves the whole student of the third grade of Islamic Elementary School of Mathlabul Ulum Tapung Kampar. Implementation of learning based on Learning Implementation Plan (RPP) were prepared and guided by the syllabus and curriculum, with the indicators say the name of the month with the correct pronunciation. In the implementation of the

action consists of several stages: the initial activity or lesson opening, which was held for about 10 minutes. Then proceed with the core activities. The core activities in the implementation of learning based on learning models that examined the visual media, which held about 50 minutes, and followed by the final activities carried out or as a cover lesson for about 10 minutes. In detail about the implementation of the action can be explained as follows:

At the beginning of the first activities of teachers and students begin to learn to pray, then, the teacher explains the learning objectives to be achieved to the students, after which the teacher gives apperception and motivation to students relating to the subject matter.

At first the core activities of the teacher standing in front of the class, then teacher put a card from the same group, stacked and held with his left hand at chest level, after which the teacher showed students a card with a picture, say his name, then the teacher asks students to follow or repeat what the teachers say, after the teacher took the second card from the back of the cards are sorted, then teachers are doing in sequence until the last card, then the teacher says and explains one by one from the card all the cards, after which the teacher asks all students to see another one by one, then go to another friend, then teachers do class discussions to fix the errors and the strengthening of memories.

At the end of the activity the teacher gives an evaluation, after learning that the teacher closed with prayer and greetings

#### b) Second Meeting



The first cycle of the second meeting was held on March 21, 2012. In the implementation process of learning involves the whole student of the third grade of Islamic Elementary School of Mathlabul Ulum Tapung Kampar. Implementation of learning based on Learning Implementation Plan (RPP) were prepared and guided by the syllabus and curriculum, with the indicators say the name of the month with the correct pronunciation. In the implementation of the action consists of several stages: the initial activity or lesson opening, which was held for about 10 minutes. Then proceed with the core activities. The core activities in the implementation of learning based on learning models that examined the visual media, which held about 50 minutes, and followed by the final activities carried out or as a cover lesson for about 10 minutes. In detail about the implementation of the action can be explained as follows:

At the beginning of the first activities of teachers and students begin to learn to pray, then, the teacher explains the learning objectives to be achieved to the students, after which the teacher gives apperception and motivation to students relating to the subject matter.

At first the core activities of the teacher standing in front of the class, then teacher put a card from the same group, stacked and held with his left hand at chest level, after which the teacher showed students a card with a picture, say his name, then the teacher asks students to follow or repeat what the teachers say, after the teacher took the second card from the back of the cards are sorted, then teachers are doing in sequence until the last card, then the teacher says and explains one by one from the card all the cards, after which the teacher asks all

students to see another one by one, then go to another friend, then teachers do class discussions to fix the errors and the strengthening of memories.

At the end of the activity the teacher gives an evaluation, after learning that the teacher closed with prayer and greetings.

The data analyzed in this study are data about the activities of teachers, student activities and student learning outcomes. The description of these data is as follows.

a) Teacher activity

Teacher activity observed in this study consisted of two meetings for each cycle (attached). Based on observations by the author on the activity of teachers in applying the method of learning a concept map, then known scores of teachers from the cycle of activity I encounter I and II can be seen in the following table :

**Table IV. 6**  
**Teacher Activity Cycle I**

No	Activity	Meeting I		Meeting II	
		Conducted		Conducted	
		Yes	No	Yes	No
1	The teacher stands in front of the class				
2	The teacher put a card from the same group, stacked and held with her left hand at chest level.				
3	The teacher shows a picture of the card by to the student, saying the name				
4	The teacher asks the students to follow or repeat what the teacher say				
5	The teacher took the second card from the back of the cards are sorted				
6	Teachers do in sequence until the last card,				
7	The teacher says and explains the cards one by one from all the cards				
8	The teacher asks all students to see again one by one, then go to another friend				
9	Teachers do discussion class to correct the error and the strengthening of				
Amounts		6	3	7	2
Average		66.7	33.3	77.8	22.2

Based on table IV. 6 comparison of the activity seen in the 2 meetings of teachers that in general there is an increase in the application of learning methods in the visual media say the name of the month with the correct pronunciation. At the meeting I cycle I, the activity of teachers earn an average score of 66,7 and at a meeting of II increased to 77,8 with criteria less increase to enough on meeting II.

Through the reflection made by the observers and researchers in the cycle I, the teachers see the weaknesses that have been doing research on the cycle I, and the reflection stage researcher and observer planning for improvement in the second cycle, especially to focus on subject matter to the

application of learning methods visual media, in order to impact both on improving students' mastery of vocabulary.

b) Student Activities

Student activity data obtained during the learning process of learning using visual media in the Islamic Elementary School of Mathlabul Ulum Tapung Kampar composed of four meetings. Cycle 1 consisted of two meetings that were observed and for each cycle. Then the data is processed and discussed in the following summary table:

**Table IV. 7**  
**Students Activity Cycle I**

No	Activity	Conducted		Conducted	
		Yes	No	Yes	No
1	Students pay attention to the class teacher				
2	Students pay attention to teacher prepare cards				
3	Students see the teacher who takes a card while saying the name				
4	Students follow or repeat what the teacher says				
5	Students pay attention to the teacher who took the second card from the back of the cards are sorted				
6	Students pay attention to teacher				
7	Students listen to an explanation of the cards shown				
8	Students look back at the cards one by one				
9	Students conduct a class discussion to correct errors that led teachers				
Total		6	3	7	2
Average		66.7	33.3	77.8	22.2

Based on the above table, the student activity at a meeting I cycle I with the average with an average of 66,7. Then increased at a meeting of II to with

average 77,8. The results of the percentage of student activity with the percentage activity of teachers, because teachers do each activity, each student can follow it well.

### c) Tes Result

Based on the test conducted at cycle I, seen that the result obtained was of 72%. To be more clear the tables IV. 8 as follows:

**Table IV. 8**  
**Tes Result Learn Students at Cycle I**

No	Student Codes	Aspect the Assessed					Amount	Explanation
		Saying and spell	Dominate grammer	Place Word	Comprehend Word the meaning	Comprehend a prefix morphology and suffik		
		0-15	0-25	0-15	0-20	0-25		
1	001	15	10	15	15	10	65	Uncomplete
2	002	15	20	15	20	15	85	Complete
3	003	15	20	10	15	15	75	Complete
4	004	15	15	10	15	15	70	Complete
5	005	15	20	15	15	15	80	Complete
6	006	10	10	12	12	14	58	Uncomplete
7	007	14	8	12	12	15	61	Uncomplete
8	008	15	20	14	15	15	79	Complete
9	009	15	20	15	12	15	77	Complete
10	010	15	16	12	10	10	63	Uncomplete
11	011	15	20	15	14	12	76	Complete
12	012	12	15	10	14	10	61	Uncomplete
13	013	15	20	15	15	15	80	Complete
14	014	15	20	15	10	14	74	Complete
15	015	15	15	14	12	15	71	Complete
16	016	15	16	12	10	15	68	Uncomplete
17	017	14	15	15	14	15	73	Complete
Amount		245	280	226	230	235	1216	
%		96	66	89	68	55	72	Complete
		255	425	255	340	425	1700	
Exhaustiveness		64.71%						

Source: Data of observation result, 2010

Based on the table above, seen that students vocabulary mastery was 72% in edition, by exhaustiveness 64,71%. The percentage students vocabulary mastery can be seen at explanation as follows :

1. Student can say and spell English language clearly (96%)
2. Student can control English language grammar properly (66%)
3. Student can place English language word (89%)
4. Student gets the picture word meaning : Denotation and connotation (68%)
5. Student gets the picture word meaning that one with other word (55%)

#### **d. Reflection**

At phase of assessment researcher reflection, see and consider to the result or impact from action from various of criterions. its target is knows strength and weakness from action that conducted at cycle I to be able to repaired at cycle II. Concerned about description study process that said above, then can be concluded that domination of student vocabulary at language subject English has been pertained, see domination of student vocabulary at language lesson English is referred as, then base result of researcher discussion and observer to study repair at first cycle existed some study weaknesses as follows :

- 1) In explaining the working of visual media that applied at language subject English, teacher too circumlocutory until student less comprehend it, its consequence study process with technique applying visual not walks properly.

- 2) Lack of teacher observation in course of study with applying media flash card , until most range from to student that less serious in following study process.
- 3) In giving question to student about category name months, teacher less serious until student a lot trifle.
- 4) Lack of teacher in controlling student in course of study until student are seen less compromy with its group friend in finishing duty that will be presented.

Based on the result of activities at cycle I, seen that the teacher must overcome from the first cycle : (1) Teacher must improve observation with media visual, (2) Teacher must give clear explanation and concrete about study technique that used, so it's can be comprehended by student properly, (3) Teacher must perform better and systematic time arrangement next in giving opportunity to student to become teacher or present duty result given.

## **2. Second Cycle**

### **a. Planning**

In this planning, the steps are taken as follows:

- 1) Making RPP or lesson plan that suitable with the syllabus and the usage of visual media.
- 2) Preparing support medium that is needed when the teacher is teaching include observation that will be marked by researcher in doing research.

- 3) Preparing observation format or a piece of observation to activity done by teacher and the activity that done by the students and grills of questions which compatible with the material which is taught.

#### **b. Action**

Second cycle first meeting was executed date 28th on March and second meeting was executed date 4th on April 2012. In course of study execution entangles all third year students of Islamic Elementary School of Mathlabul Ulum Tapung Kampar. Study execution is conducted based on plan of study execution (RPP) already prepared at syllabus, and curriculum. In action execution consist of some phases that is : activity early or study opening, that executed during more or less 10 minute. In the implementation of the core research activities of flash media card, which was held for approximately 60, and followed by a final activity or as a cover lesson runs for about 10 minutes. To more clearly defined action steps can researchers formulated as follows:

##### **1) Early Activity (5 minute)**

- a) Teacher and student started to study by pray
- b) Teacher tells student learning objectives wished to reach by in study.
- c) Teacher gave a review apperception and motivation to student relate to lesson matter.

##### **2) While activity (50 minute)**

- a) The teacher stands in front of the class
- b) The teacher put a card from the same group, stacked and held with her left hand at chest level.



- c) The teacher shows a picture of the card by to the student, saying the name
- d) The teacher asks the students to follow or repeat what the teacher say
- e) The teacher took the second card from the back of the cards are sorted
- f) Teachers do in sequence until the last card,
- g) The teacher says and explains the cards one by one from all the cards
- h) The teacher asks all students to see again one by one, then go to another friend
- i) Teachers do discussion class to correct the error and the strengthening of memories

### **3) Post activity (5 minute)**

- a) Teacher gave evaluation
- b) Teacher with student closed class by praying and greeting.

### **c. Observation**

Observation was focused either at process or result of study. Observation was conducted to know teacher activities and student activities done by observer or observer and result learn student is obtained from result test. As for who acts as observer or observer is colleague, whereas student activity is filled by researcher also double as teacher.

#### **1) Observation of Teacher Activity**

##### **a) First Meeting**

The second cycle of the first meeting was held on March 28, 2012. In the implementation process of learning involves the whole student at third grade of Islamic Elementary School of Mathlabul Ulum Tapung Kampar. Implementation

of learning based on Learning Implementation Plan (RPP) were prepared and guided by the syllabus and curriculum, with the indicators doing conversation by using simple sentences about age people. In the implementation of the action consists of several stages: the initial activity or lesson opening, which was held for about 10 minutes. Then proceed with the core activities. The core activities in the implementation of learning based on learning models that examined the visual media, which held about 50 minutes, and followed by the final activities carried out or as a cover lesson for about 10 minutes. In detail about the implementation of the action can be explained as follows:

At the beginning of the first activities of teachers and students begin to learn to pray, then, the teacher explains the learning objectives to be achieved to the students, after which the teacher gives apperception and motivation to students relating to the subject matter.

At first the core activities of the teacher standing in front of the class, then teacher put a card from the same group, stacked and held with his left hand at chest level, after which the teacher showed students a card with a picture, say his name, then the teacher asks students to follow or repeat what the teachers say, after the teacher took the second card from the back of the cards are sorted, then teachers are doing in sequence until the last card, then the teacher says and explains one by one from the card all the cards, after which the teacher asks all students to see another one by one, then go to another friend, then teachers do class discussions to fix the errors and the strengthening of memories.

At the end of the activity the teacher gives an evaluation, after learning that the teacher closed with prayer and greetings

b) Second Meeting

The second cycle of the second meeting was held on March 21, 2012. In the implementation process of learning involves the whole student at third grade Islamic Elementary School of Mathlabul Ulum Tapung Kampar. Implementation of learning based on Learning Implementation Plan (RPP) were prepared and guided by the syllabus and curriculum, with the indicators doing conversation by using simple sentences about age people. In the implementation of the action consists of several stages: the initial activity or lesson opening, which was held for about 10 minutes. Then proceed with the core activities. The core activities in the implementation of learning based on learning models that examined the visual media, which held about 50 minutes, and followed by the final activities carried out or as a cover lesson for about 10 minutes. In detail about the implementation of the action can be explained as follows:

At the beginning of the first activities of teachers and students begin to learn to pray, then, the teacher explains the learning objectives to be achieved to the students, after which the teacher gives apperception and motivation to students relating to the subject matter.

At first the core activities of the teacher standing in front of the class, then teacher put a card from the same group, stacked and held with his left hand at chest level, after which the teacher showed students a card with a picture, say his name, then the teacher asks students to follow or repeat what the teachers say,

after the teacher took the second card from the back of the cards are sorted, then teachers are doing in sequence until the last card, then the teacher says and explains one by one from the card all the cards, after which the teacher asks all students to see another one by one, then go to another friend, then teachers do class discussions to fix the errors and the strengthening of memories.

At the end of the activity the teacher gives an evaluation, after learning that the teacher closed with prayer and greetings.

The data analyzed in this study are data about the activities of teachers, student activities and student learning outcomes. The description of these data is as follows.

a) Teacher activity

Teacher activity observed in this study consisted of two meetings for each cycle . Based on observations by the author on the activity of teachers in applying the method of learning a concept map, then known scores of teachers from the cycle II of meeting I and II can be seen in the following table :

**Table IV. 9**  
**Teacher Activity Cycle II**

No	Activity	Meeting I		Meeting II	
		Conducted		Conducted	
		Yes	No	Yes	No
1	The teacher stands in front of the class				
2	The teacher put a card from the same group, stacked and held with her left hand at chest level.				
3	The teacher shows a picture of the card by to the student, saying the name				
4	The teacher asks the students to follow or repeat what the teacher say				
5	The teacher took the second card from the back of the cards are sorted				
6	Teachers do in sequence until the last card,				
7	The teacher says and explains the cards one by one from all the cards				
8	The teacher asks all students to see again one by one, then go to another friend				
9	Teachers do discussion class to correct the error and the strengthening of				
Amounts		8	1	9	0
Average		88.9	11.1	100.0	0.0

Based on table IV. 9 comparison of the activity seen in the 2 meetings of teachers that in general there is an increase in the application of learning methods in the visual media doing conversation by using simple sentences about age of people. At the meeting I cycle I, the activity of teachers earn an average score of 88,9 and at a meeting of II increased to 100.

#### b) Student Activities

Student activity data obtained during the learning process of learning using visual media in the Islamic Elementary School of Mathlabul Ulum Tapung Kampar composed of four meetings. Cycle II consisted of two meetings that were observed and for each cycle. Then the data is processed and discussed in the following summary table:

**Table IV. 10**  
**Students Activity Cycle II**

No	Activity	Meeting I		Meeting II	
		Conducted		Conducted	
		Yes	No	Yes	No
1	Students pay attention to the class teacher				
2	Students pay attention to teacher prepare cards				
3	Students see the teacher who takes a card while saying the name				
4	Students follow or repeat what the teacher says				
5	Students pay attention to the teacher who took the second card from the back of the cards are sorted				
6	Students pay attention to teacher				
7	Students listen to an explanation of the cards shown				
8	Students look back at the cards one by one				
9	Students conduct a class discussion to correct errors that led teachers				
Total		8	1	9	0
Average		88.9	11.1	100.0	0.0

Based on the above table, the student activity at a meeting I cycle II with the average 88,9 then increased at a meeting of II to 100 with an criteria good.

c) Tes Result

Based on the test conducted at cycle I, seen that the result obtained was of 79%. To be more clear the tables IV. 11 as follows:

**Table IV. 11**  
**Tes Result Learns Student at Second Cycle**

No	Student Codes	Aspect the Assessed					Amount	Explanation
		Saying and spell	Dominate grammer	Place Word	Comprehend Word the meaning	Comprehend a prefix morphology and suffik		
		0-15	0-25	0-15	0-20	0-25		
1	001	15	20	15	20	15	85	Complete
2	002	15	20	15	18	20	88	Complete
3	003	15	22	15	16	20	88	Complete
4	004	15	18	15	15	20	83	Complete
5	005	15	20	15	17	15	82	Complete
6	006	15	17	14	18	18	82	Complete
7	007	14	12	13	15	15	69	Uncomplete
8	008	15	20	14	15	15	79	Complete
9	009	15	20	15	12	15	77	Complete
10	010	15	16	12	10	10	63	Uncomplete
11	011	15	20	15	14	12	76	Complete
12	012	15	20	15	18	18	86	Complete
13	013	15	20	15	17	17	84	Complete
14	014	15	22	15	18	17	87	Complete
15	015	15	15	14	12	15	71	Complete
16	016	15	18	15	12	12	72	Complete
17	017	14	15	15	14	15	73	Complete
Amount		253	315	247	261	269	1345	
%		99	74	97	77	63	79	Complete
Exhaustiveness		<b>88.24%</b>						

Source: Data of observation result, 2012

Based on the table above, seen that students vocabulary mastery was 79% in edition, by exhaustiveness 88,24%. The percentage students vocabulary mastery can be seen at explanation as follows :

1. Student can say and spell English language clearly (99%)
2. Student can control English language grammar properly (74%)
3. Student can place English language word (97%)
4. Student gets the picture word meaning : Denotation and connotation (77%)

5. Student gets the picture word meaning that one with other word (63%)

#### **d. Reflection**

At phase of assessment researcher reflection, see and consider to the result or impact from action from various of criterions. its target is knows strength and weakness from action that conducted at cycle I to be able to repaired at cycle II.

If paid attention cycle result II, result learns posed at by student experience of improvement against which cycle I. That means action that given teacher at second cycle affect better from action at first cycle. This condition gives picture that to ask student becomes teacher or presentation of duty result given, Student needs inch by inch. Initially student must guided intensively, nevertheless gradually student is given opportunity to be able to find it unassisted teacher.

Time demarcation that given to ask student becomes teacher or presentation of duty result that given teacher to student affect also to good result. Student not kill times till two meetings to finish one problems. Supervise specially that addressed to a small part of students also show good result. This seen from result of English language vocabulary domination student at cycle II reach KKM that was established, that is result of English language vocabulary domination at cycle II reach the percentage of 79%.

### **C. Discussion**

In increasing mastery of English vocabulary in the third grade of Islamic Elementary School of Mathlabul Ulum Tapung Kampar there are some good and researchers find flaws in them are teachers have sought to make the student look has

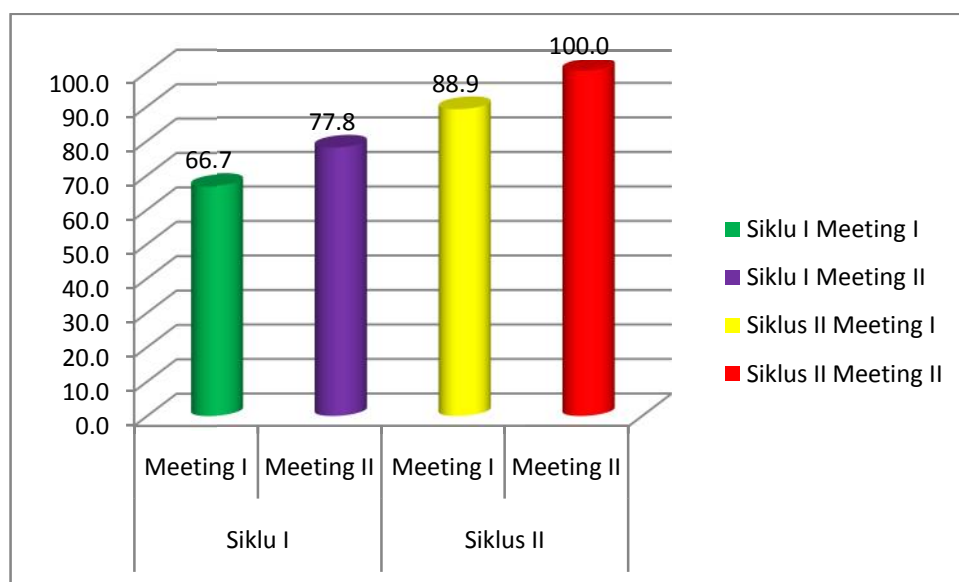


begun to participate and be motivated by their own conduct in accordance with the material being taught, as long as these learning activities teach students just listen to the teacher's explanations. While the weakness of the researchers found that difficult to get students actively in learning, but investigators had been satisfied because the learning process in accordance with what the researchers plan.

### 1. Teacher and Students Activity

Activities of teachers and students in this study there was no decrease, this is due to a teacher who has established his understanding of the visual media strategy. For more details, increase the activity of teachers and students and learning outcomes can be presented in the following chart:

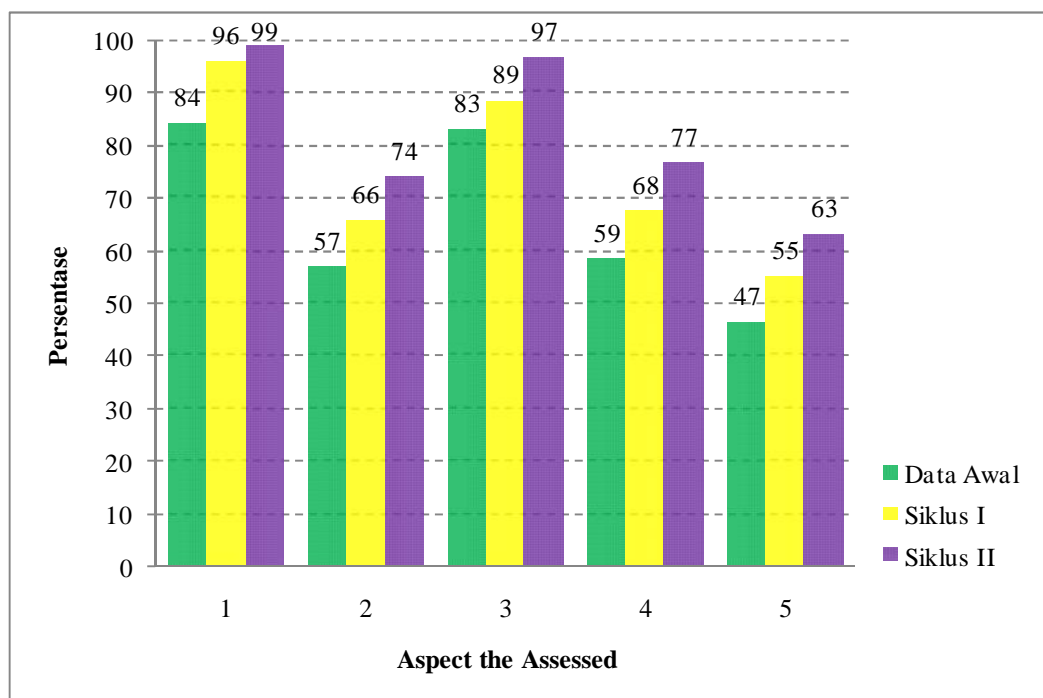
**Histogram 1.**  
**Teacher Activity**



## 2. Ability of English Language Vocabulary

Based on observation result at symptom early ability of English language vocabulary mastery student is obtained the average of percentage 35,29 with less category. Then base observation result at first cycle that indicate that level of English language vocabulary mastery ability student reaches with the average of classical 64,71 with enough category. Whereas at cycle II happens improvement reaches ability English language vocabulary mastery student is obtained the average of percentage 88,24 with good category.

Comparison between ability of English language vocabulary mastery student at data early, cycle I and cycle II in clear can be seen at tables following :



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on analysis result and discussion at chapter IV above, it can be concluded that :

1. Through visual media can increasing English vocabulary mastery English at the Third Grade Islamic Elementary School Mathlabul Ulum Tapung . This success fullness is caused by applying through visual media that student get with its that mean student haves which are positive change in following study process that given by teacher or in finishing internal issue learns. With condition referred then acceptance level and ability of English language vocabulary mastery level student.
2. Before conducting action, the percentage of student vocabulary mastery was 32,59%, happened improvement from data before action cycle I, at cycle I obtained/got value the average of percentage was 64,71%. Whereas ability English language vocabulary student from cycle I to cycle II also happened improvement, at cycle II obtained the average of percentage was 88,24% with high category. This condition proves that with visual media can increasing ability English language vocabulary at third grade Islamic Elementary School Mathlabul Ulum Tapung Kampar.

#### **B. Suggestion**

Based on conclusion and discussion of research result above, related to strategy applying visual media that has been executed, researcher raises some suggestions:

1. The students' are hoped to be more active in taking part in English vocabulary, increasing their vocabulary not only during learning in the classroom but also outside the classroom, whenever they had good idea, they can use the visual media to generated, it can be a begin steps to make them familiar whit writing.
2. These research who were expected to give significant contribution to following researchers who wished to carry out a research on the same topic of discussion or the following researcher can do other research by using visual media.

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